

Chicora Elementary
1912 Success Street
North Charleston, SC 29405

Grades PK-5 Elementary School
Enrollment 260 Students
Principal Camille Lee 843-746-2210
Superintendent Dr. Maria L. Goodloe-Johnson 843-937-6319
Board Chair Ms. Nancy Cook 843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	29	39	12

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Good	N/A
2003	Average	Average	No
2004	Average	Good	No
2005	Average	Good	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

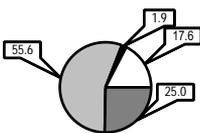
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

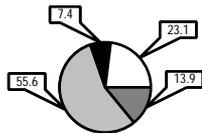
97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

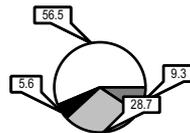
English/Language Arts



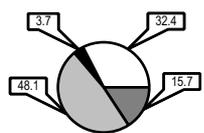
Mathematics



Science

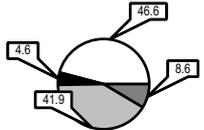
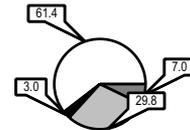
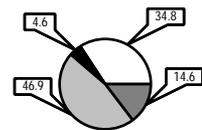
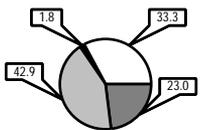


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

- Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations
- Proficient** Well prepared to work at next grade level; met expectations
- Basic** Met standards; minimally prepared, can go to next grade level
- Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	125	100.0	17.6	55.6	25.0	1.9	38.0	Yes	Yes
Gender									
Male	70	100.0	19.3	61.4	19.3	0.0	31.6		
Female	55	100.0	15.7	49.0	31.4	3.9	45.1		
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	122	100.0	18.1	55.2	25.7	1.0	38.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	100.0	19.0	56.0	22.6	2.4	35.7		
Disabled	31	100.0	12.5	54.2	33.3	0.0	45.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	125	100.0	17.6	55.6	25.0	1.9	38.0		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	124	100.0	17.8	55.1	25.2	1.9	38.3		
Socio-Economic Status									
Subsidized meals	118	100.0	16.3	56.7	25.0	1.9	37.5	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S		
Mathematics – State Performance Objective = 36.7%									
All Students	125	100.0	23.1	55.6	13.9	7.4	38.9	Yes	Yes
Gender									
Male	70	100.0	28.1	52.6	15.8	3.5	35.1		
Female	55	100.0	17.6	58.8	11.8	11.8	43.1		
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	122	100.0	22.9	56.2	14.3	6.7	39.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	100.0	19.0	53.6	17.9	9.5	45.2		
Disabled	31	100.0	37.5	62.5	0.0	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	125	100.0	23.1	55.6	13.9	7.4	38.9		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	124	100.0	23.4	55.1	14.0	7.5	39.3		
Socio-Economic Status									
Subsidized meals	118	100.0	22.1	56.7	14.4	6.7	38.5	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	125	100.0	56.5	28.7	9.3	5.6	14.8
Gender							
Male	70	100.0	61.4	28.1	8.8	1.8	10.5
Female	55	100.0	51.0	29.4	9.8	9.8	19.6
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	122	100.0	57.1	28.6	8.6	5.7	14.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	100.0	52.4	28.6	11.9	7.1	19.0
Disabled	31	100.0	70.8	29.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	56.5	28.7	9.3	5.6	14.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	124	100.0	57.0	28.0	9.3	5.6	15.0
Socio-Economic Status							
Subsidized meals	118	100.0	55.8	29.8	8.7	5.8	14.4
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S
Social Studies							
All Students	125	99.2	32.4	48.1	15.7	3.7	19.4
Gender							
Male	70	98.6	29.8	52.6	15.8	1.8	17.5
Female	55	100.0	35.3	43.1	15.7	5.9	21.6
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	122	99.2	33.3	48.6	15.2	2.9	18.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	98.9	31.0	48.8	15.5	4.8	20.2
Disabled	31	100.0	37.5	45.8	16.7	0.0	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	99.2	32.4	48.1	15.7	3.7	19.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	124	99.2	32.7	47.7	15.9	3.7	19.6
Socio-Economic Status							
Subsidized meals	118	99.2	32.7	48.1	16.3	2.9	19.2
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	38	100.0	17.6	35.3	32.4	14.7	47.1
	4	37	97.3	21.4	46.4	28.6	3.6	32.1
	5	48	100.0	33.3	55.6	11.1	N/A	11.1
	6	66	100.0	50.0	42.9	7.1	N/A	7.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	43	100.0	23.1	59.0	17.9	0.0	17.9
	4	38	100.0	9.4	43.8	40.6	6.3	46.9
	5	44	100.0	18.9	62.2	18.9	0.0	18.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Mathematics							
	3	38	100.0	26.5	47.1	17.6	8.8	26.5
	4	37	100.0	24.1	44.8	20.7	10.3	31.0
	5	48	100.0	33.3	55.6	11.1	N/A	11.1
	6	66	100.0	42.9	51.8	5.4	N/A	5.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2005	3	43	100.0	23.1	69.2	7.7	0.0
4		38	100.0	18.8	43.8	18.8	18.8	37.5
5		44	100.0	27.0	51.4	16.2	5.4	21.6
6		N/A	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Science							
	3							
	4							
	5							
	6							
	7							
	8							
	2005	3	43	100.0	61.5	30.8	7.7	0.0
4		38	100.0	37.5	34.4	15.6	12.5	28.1
5		44	100.0	67.6	21.6	5.4	5.4	10.8
6		N/A	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Social Studies							
	3							
	4							
	5							
	6							
	7							
	8							
	2005	3	43	97.7	35.9	59.0	5.1	0.0
4		38	100.0	9.4	43.8	34.4	12.5	46.9
5		44	100.0	48.6	40.5	10.8	0.0	10.8
6		N/A	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 260)				
First graders who attended full-day kindergarten	91.7%	Down from 95.5%	100.0%	100.0%
Retention rate	3.9%	Up from 1.4%	3.9%	3.0%
Attendance rate	97.0%	Up from 96.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	17.6%	Down from 20.7%	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	16.0%	Down from 21.7%	5.9%	3.2%
Eligible for gifted and talented	5.3%	Up from 3.2%	3.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.2%	Down from 14.1%	8.0%	8.2%
Older than usual for grade	1.2%	Up from 0.6%	1.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	35.5%	Down from 37.8%	50.0%	52.6%
Continuing contract teachers	77.4%	Up from 67.6%	75.7%	83.3%
Highly qualified teachers	86.7%	Down from 87.5%	92.3%	93.5%
Teachers with emergency or provisional certificates	4.0%	Down from 12.9%	3.1%	0.0%
Teachers returning from previous year	86.1%	Up from 84.9%	82.5%	87.0%
Teacher attendance rate	97.7%	Up from 96.7%	95.0%	95.0%
Average teacher salary	\$40,233	Up 1.5%	\$40,180	\$41,703
Prof. development days/teacher	20.0 days	Up from 11.7 days	14.1 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	11.5 to 1	Down from 11.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 91.2%	88.9%	89.8%
Dollars spent per pupil*	\$8,126	Down 7.0%	\$7,465	\$6,242
Percent of expenditures for teacher salaries*	70.1%	Up from 65.0%	64.1%	65.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	93.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools		78.6%	89.4%	
Highly qualified teachers in high poverty schools		81.4%	90.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chicora Elementary continues to make improvements in all areas keeping "Excellence is our Standard" as our theme and focus.

We have had a busy and productive year and are excited to be making academic gains as evidenced by our report card ratings. We are also proud to be the recipient of a Reading First Grant, one of six awarded in Charleston County. The grant will support staff development and provide funding for a reading intervention teacher and a literacy coach for the next four years. Many books and materials have been purchased for the children with the money provided by the RF Grant. We just completed the final year of the America's Choice turn-around model which includes programs such as a twenty-five book campaign, book-of-the-month and a school-wide reading celebration. An updated state-of-the-art computer lab supervised by a certified teacher has been an asset for the school and community. An energetic, highly-qualified, and enthusiastic faculty and staff is key to the success that is visibly transforming Chicora Elementary School. A highly effective parenting team continues to develop good home/school relationships. Effective parenting programs occurred throughout the year with the emphasis on "PPP", Parents Participating for Progress. We are participants in the Cornerstone Grant and the 21st Century After School Grant which provides much needed enrichment services for our students.

The 5th grade teachers are excited that their students continue to progress with the Read 180 program, a unique reading program that integrates technology and ELA. Schools from around the county and state visited our school this year to observe the students and teachers as they engaged in this student-friendly reading program.

Pertinent weekly staff development that addresses the specific needs of Chicora Elementary continues to be an important part of our school improvement plan. We evaluate strengths and weaknesses based on MAP scores and other data.

The principal continues to have an open door policy to help ensure a school climate that is friendly and inviting. Chicora has a talented, dedicated faculty and staff that works hard each day to provide meaningful experiences and pertinent lessons for our students. The students' potential is great and we must strive daily to unlock that potential and help each of our children become successful. We recognize that "high expectations result in exemplary performance," and that is what we demand for and from the students that attend Chicora Elementary.

Mary Reynolds, Principal
Sandra Harper, School Improvement Council, Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	36	25
Percent satisfied with learning environment	100.0%	86.1%	84.0%
Percent satisfied with social and physical environment	90.0%	86.1%	68.0%
Percent satisfied with school-home relations	70.0%	88.9%	52.0%

*Only students at the highest elementary school grade level at this school and their parents were included.